DOCUMENT RESUME

ED 237 090 IR 050 507

TITLE	Project SEEK, 1979-1982. Final Report.
INSTITUTION	Oklahoma State Dept. of Education, Oklahoma City.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
PUB DATE	82
GRANT	NIE-G-78-0014
NOTE	30p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrators; *Databases; *Information Dissemination; *Information Networks; Information Retrieval; Information Sources; Information Storage; Libraries; Program Descriptions; State Departments of Education; *Teachers
IDENTIFIERS	ERIC; Oklahoma; *Project SEEK; *State Capacity Building Program

ABSTRACT

The Oklahoma State Capacity Building Project, Project SEEK (Sooner Exchange for Educational Knowledge) emphasized three approaches in working toward building a comprehensive dissemination system for Oklahoma's educators: (1) systematic information collection, storage, retrieval, and delivery to educators through state education agency information specialists, through assistance to regional education services centers staff, and through 400 local librarians; (2) assisting service centers in follow-up services, identifying information needs and producing new information; and (3) discovering information sources to assist educators in solving problems, filling needs, or building new programs. During the project, educational documents, publications, and periodicals were supplied to educators through centralized access to the ERIC database. A linkage network was established with state government agencies, universities and vocational and technical schools, the state library, and the Regional Educational Libraries and Center. This report lists the project staff, advisory boards, information packets contents, and the major achievements for each year of the project. It touches on major components and activities, dissemination, institutionalization, equity issues, overall impact on practice, client responsiveness, significant learnings, and collaborative relationships. Also included are 1982 annual report totals, a 5-year comparison, and a list of miscellaneous staff activities for 1982. (LMM)

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PROJECT SEEK

1979-1982

FINAL REPORT

Oklahoma State
Department of Education

IR050507

ABSTRACT

OKLAHOMA CAPACITY BUILDING PROJECT

Purpose: To continue consolidating a comprehensive Oklahoma Education dissemination capacity to meet information needs of educators striving to help all students. Current OSDE goals reflect a commitment to educational improvement and to service for meeting the needs of all students including the disadvantaged, racial minorities, and both sexes. To fulfill this commitment requires a high priority on dissemination.

Objectives: (1) Dissemination activities will be developed through regions and districts so teachers are aware of new practices, products and improvements emerging from R & D. (2) Training sessions on resource utilization and obtaining information from the dissemination system will make "fugitive" literature more accessible and applied locally. (3) Increase will occur in local problem solving by teachers applying knowledge from R & D. (4) Linkers will provide person-to-person service to facilitate teacher use of the system. (5) Coordination of current dissemination services will be increased by establishing an in-house steering committee, through interagency coordination, and through using outside consultants from previously successful projects to guide this development. (6) Media will advertise the system, instruct on usage, present products, and generally support the total dissemination effort.

Rationale: Successful pilot projects effectively achieved dissemination by involving a knowledge resource base, a retrieval system, and linkers. This project will build toward these success requisities. From the services initiated, a multiplier effect would be instituted to spread the dissemination techniques statewide. This would mean taking advantage of currently available knowledge bases and retrieval systems from the initial stage of the project to help these resources get fuller usage. It would also mean using subject specialists in a field agent role.

Procedures: Procedures will include (1) Establishing dissemination and cooperation advisory committees, (2) Training SDE dissemination staff, (3) providing awareness training workshops for LEA staff, (4) Establishing knowledge resources base and services for its utilization, (5) Establishing linkage organization, and (6) Developing supportive media presentations. Results will be (1) a State Plan developed and operationalized, (2) SDE staff trained, (3) awareness workshops conducted, (4) LEA staff given training as users and potential linkers, (5) requests for services filled, (6) 5 regions established as pilot centers for facilitation of research and development utilization, and

(7) 1 video-tape dissemination presentation completed. Subsequent years will see an increase in trained personnel, an expanded knowledge resource base, increased usage of services, more regional and local involvement in the system, and more knowledge based problem solving activities.

Expected Contribution to Education: As a result of the project, its training of staff for dissemination and increased use of research information, education for all students will improve. Instructional problems will be solved more effectively and efficiently. There will be better coordination and communication among resources. Subject specialists and other purveyors of subject matter will become linker-consultants.

PROJECT SEEK

STAFF

Jack Craddock, Administrator, Communications and Information Section, Project Director

Janelle Lee, Project Coordinator, MS, Library Science

Wilda Copeland, Information Representative, BS, Library Science

PROJECT SEEK

Oklahoma State Capacity Building Project

ADVISORY BOARDS

Interagency

Dr. Earl Garrison, Curriculum
Dr. James Casey, Planning and Research
Gloria Parker, Instruction
Dr. Leroy Ireton, Library & Learning Resources
Larry Godley, Media
Joe Bill Godfrey, Data Processing
Merlin Taylor, Special Education

Intraagency

Don Frazier, Voc-Tech Schools
Mary Harden, State Dept. of Libraries
Frances Alsworth, Central State University Library
Dr. Ken Smith, State NDN Facilitator
Dr. James Casey, SEA Planning and Research

PROJECT SEEK

Oklahoma State Capacity Building Project

The creation and marketing of education information packets were widely distributed, and used, by Oklahoma educators. Some of them were created as a result of demand, some were created in anticipation of demand and dealt with "trendy" educational issues.

While there are no information packets left to include as samples with this final report, the following list will give you some idea of the scope of the service and the educational concerns addressed, as several hundred of each of these packets were distributed to Oklahoma LEA teachers and administrators.

INFORMATION PACKETS

An Introduction to Proposal Writing

Curriculum Development

Classroom Learning Centers

Games and Simulations

The Principal as an Instructional Leader

Educating Gifted and Talented Students

Reading Instruction

Drug Education

Individualized Educational Plans (IEP)

Reading Improvement in Content Areas

SOME MAJOR ACHIEVEMENTS BY YEAR

IN

PROJECT SEEK

SOME MAJOR ACHIEVEMENTS

1978

The calendar year 1978 saw the birth of Project SEEK (Sooner Exchange for Educational Knowledge). While only 565 searches were processed, most of the first year's efforts concentrated on hiring and training staff and a statewide, intensive program of creating awareness of the Project's existence, its purpose and its services.

Staff staged a total of seven workshops and participated in an additional three conferences.

Training sessions were conducted of personnel in four Regional Education Service Centers.

A slide-tape presentation, detailing the workings and philosophy of the system, was designed, written and produced.

Several Public Service Announcements (PSA's) were created and aired over the facilities of the Oklahoma Educational Television Authority.

Staff members visited State Capacity Building Projects in Texas, Kansas and South Carolina.

Services and help were solicited, and generously supplied, by Southwestern Educational Development Laboratory, Austin, Texas, through which access was gained to Texas' Project CITE. This service enabled Project SEEK to become operational four to six months earlier than would otherwise have been possible.

SOME MAJOR ACHIEVEMENTS

1979

In 1979, the number of searches Project SEEK was able to process for clients tripled. Staff was competently in place, a first year of intensive marketing had been completed, and was continuing in this second year.

Staff demonstrated Project Services to the annual meeting of the Oklahoma School Boards Association, the annual Career Education Conference in Tulsa.

With the creation of the Legislatively-mandated Reading Improvement Section within the Oklahoma State Department of Education, Project SEEK was called upon to demonstrate its services to the Reading Section's new staff and to provide a total of 110 packets of reading research for use throughout the state.

Project SEEK also utilized a booth at the annual meeting of the Oklahoma Education Association, attended by approximately 20,000 educators, during which a computer-connected terminal was employed to do on-the-spot searches for teachers.

A special preeentation was also done at 10 workshops conducted by the SEA's Library and Learning Resources Section. This proved highly profitable, in that it led to a rethinking of the Project's linker strategy, and subsequently, greater reliance upon librarians as linkers.

SOME MAJOR ACHIEVEMENTS

1980

Usage of Project SEEK services continued to climb, although not as sharply as in the previous year. Searches in this period totaled 1603.

Awareness activities continued. Design and distrib ution of a special poster to every LEA librarian throughout the state strengthened relationships with librarians as linkers and also served to broaden the base of client participation.

Staff participated in a conference sponsored by Southwest Educational Development Laboratory, Austin, Texas, on "Building State-Based Information Resource Centers," the proceedings of which were published by SEDL.

As interest among educators in technology grew, Project SEEK staged a conference, with assistance from SEDL, for state librarians on how to utilize computers in research for clients.

50 full (6 volume) sets and 25 five volume interim sets of the NISCEM Master Catalogs and Indexes were channeled through Project SEEK to 50 districts selected by the SEA Special Education Section as a cooperative venture between the Oklahoma SEA and the National Information Center for Special Education Materials. All Regional Service Centers were included.

In another cooperative venture, this time with the Oklahoma Department of Energy, 25 full sets of National Department of Energy publications in three packets for elementary, middle and secondary levels, were distributed to schools selected by the SEA Section on School Plant Services.

The volume, "Research Within Reach: A research-guided response to concerns of reading educations, was reprinted at SEA cost and distributed to all reading teachers throughout the state.

The Project Coordinator was named the SEA Publictions Clearinghouse Officer, under a new law, which provided for the clearance of all SEA publications through the Project. Thus, for the first time, a central list of all publications became available, reducing fragmentation of resources.

SOME MAJOR ACHIEVEMENTS

1981

In collaboration with the ERIC Clearinghouse on Social Studies, Boulder, Colorado, work got underway leading to a fuller utilization and dissemination of the ERIC Information Analysis Products (IAP). Following initial training sessions, others were conducted in the field and six sets were distributed to selected LEA libraries, representative of a cross-section of school district sizes.

A continuing and growing high level of interest in microcomputers lead to the Project taking a leadership role in the creation of a section within the SEA on microcomputers in the classroom, participation in several workshops in this area, and collaboration with SEDL, Austin, in the establishment of a microcomputer demonstration center, equipped with a variety of hardware, within the Oklahoma SEA.

Also, because of changes in the Federal Copyright Law, Project took the initiative in staging workshops, with consultants, to explain the law. Project also provided requestors with much information on this subject.

Research assistance was also provided other state agencies. The University of Oklahoma Health Sciences Center called on the Project for research assistance. The Governor's Conference on Education was also assisted as was the State Finance Office in research which it used in establishing a new funding formula, for state agencies.

SOME MAJOR ACHIEVEMENTS

1982

In this fifth and final year of NIE support of Oklahoma's State Capacity Building Project, Project SEEK was instrumental in expanding its influence in several areas.

A major activity was the reprinting and distribution of 500 copies of the CEMREL book, Research Within Reach: Elementary School Mathematics.

There was increased activity and involvement in women's equity issues, with participation in the Women in the Superintendency Project, and the Women's Leadership Project, in supplying research for these studies.

The Project continued to support, through research an ever-expanding interest by the SEA and LEA's in microcomputers in education.

As NIE funding for SCBP's is on a sliding scale, and Project SEEK was funded throughout the life of the program on a lower level than most other, comparable projects in the U.S., staff was cut and, for several months, some staff was transferred to state funding in order to insure that the Project could continue service throughout the fifth year.

F I N A L R E P O R T

Project SEEK

Oklahoma State Department of Education

Major Components and Activities

Project SEEK (Sooner Exchange for Educational Knowledge) was conceived as a program to centralize, coordinate and promote the availability of the latest knowledge in education research for classroom teachers, administrators and staff of the Oklahoma State Department of Education.

To effect this goal, work was begun, once the initial year's grant was formalized, to employ staff. This was followed by the design and implementation of an intensive awareness program because few Oklahoma educators were familiar with the resources available through ERIC, the SEA and other sources such as regional laboratories and centers.

Early awareness activities consisted of presentations at workshops, teacher meetings, meetings with SEA staff, meetings with RESC staff, and heavy use of SEA publications, such as Oklahoma Educator, circulated to 40,000 teachers and LEA administrators, and the Superintendent's Newsletter, sent to all LEA superintendents and building principals, plus presidents of local boards of education.

As awareness efforts continued, Project staff contracted for computer search services and set up the mechanics to accomplish this. Also, initially, the Project relied heavily upon the support services of the Regional Exchange program of Southwest Educational Development Laboratory, Austin, Texas, which contracted for information search services at least three to four months earlier than would otherwise have been possible. This contact also enabled us to learn from the experience of the Texas program, Project CITE. Project SEEK staff also visited projects in two other states to gain first-hand information which helped us avoid re-inventing the wheel in many areas.

As Project SEEK continued to grow, it also encompassed the work of a Legislatively-mandated Publications Clearinghouse, which required a central processing point for all agency publications prior to submittal of copies to the Oklahoma Department of Libraries. This assured that the SEA's in-house collection of materials would be centrally located, thus reducing the fragmentation that had theretofore existed.

Major Components, continued

A system of service evaluation was adopted and, with each search response, the evaluation form was included. This resulted in a continuous evaluation of the level and quality of service, thus enabling staff to continue upgrading its work. The NTS study was highly valuable in designing this instrument.

A series of workshops was designed and presented throughout the life of the Project. Staff also cooperated with the ERIC Clearinghouse for Social Sciences in Boulder, Colorado, in training librarians to serve as linkers in the field. This proved far more effective than initial efforts to establish active linking agents on the LEA level. Unfortunately, inadequate funding prohibited the future development of this particular thrust.

A detail statistical record-keeping system proved valuable in tracking the types of clients served and enabled Staff to accurately record, in detail, the growth of service. For example, initial year searches (1978) totaled only 565. Final year searches (1982) totaled 6,470.

Dissemination -- Then and Now

In the beginning, what education research as was present within the SEA was scattered, fragmented, divided up, and in the hands of this person, or that, this office, or that. There was no access to ERIC, or any other information resource of ERIC's magnitude, and a darkness was upon the land of education. Teachers would call the Communications and Information Section of the SEA, which would later house Project SEEK, and ask for help and would be told to try ERIC. "Eric who?" was a normal response.

At Project's end, there was light. The story was different. Classroom teachers, superintendents principals and librarians made up 53 percent of Project SEEK's clients. 19 percent of the clients were within the SEA and eight percent were in colleges of education in the state, while another six percent were in a miscellaneous category.

At Project's end, there were 6,000 documents, books, publications, periodicals and reports on education research which had been supplied to these clients. The users, by discipline, were: Special Education, 22 percent; business/career education, 11 percent; reading/language arts, 8 percent; library resources, 6 percent; social sciences, 6 percent.

Unfortunately, at the end of the five-year NIE funding period, the dragons of recession were snorting at the castle door, state income dipped dangerously low, and the promised state funding of Project SEEK's service could not be kept. The light is not out, but it is greatly dimmed.

Institutionalization

As noted in the concluding sentence in the section immediately above, institutionalization did not take place. It may happen in the future, but all that is dependent upon the general economy. Oklahoma's with an economy largely based on oil and agriculture, was not impacted as early as other, more industrial states, but economic conditions finally hit and the effect here has been as unfortunate as inother states, with state income dropping and unemployment rising. Already, several LEA's have begun cutting staff and retrenching. The SEA has imposed a hiring freeze, eliminated all equipment purchases and reduced services.

Equity Issues

Project SEEK, as a non-categorial program, made itself available on an equal basis to all -- whites, blacks, Indians, women, Orientals. Having a large Indian population, many of its users were teachers and administrators in predominately Indian populated schools. Following the Vietnam war, large numbers of Vietnamese settled in Oklahoma and their educational needs, through LEA's, were served. In a true, non-discriminatory society, no records should be kept as to the color or beliefs of its members.

Overall Impact on Improvement of Practice

Without the benefit of pre- and post-testing, the only other way of determining the impact of Project SEEK's contributions to an improvement of practice is to examine the variety and type of clients, and the disciplines involved, among clients. Among those served:

Global Education Project of Oklahoma Commission on Educational Leadership

Staff Development for Superintendents

Public Relations for School Counselors

Research for Oklahoma Legislature on funding of Libraries

Monthly review of literature for Administrator of Gifted/Talented Education Programs, SEA

Adult Learning Styles

Women's Projects, WISP (Women in the Superintendency Program)

Learning and Teaching Styles, Critical TV Viewing, all other SEA curriculum research prior to writing and publishing 65 curriculum guides.

Overall Impact, continued

Reading Improvement Section, SEA, which found 17 different documents to support their programs.

Curriculum Reviews.

Visual Literacy for Arts in Education Section, SEA.

SEA Staff Development Section on Development of Needs Assessments.

Microcomputers, their use, software development and classroom applications.

Client Responsiveness

When Project SEEK began including evaluation of service forms with each search sent to clients, response was high, at about the 35 percent level (National Direct Mail Users Association regards a 3 percent response level as high). At Project's end, the response level was at the 50 percent mark.

Room was provided on each response form for written comments. They were 99 and 44/100's percent pure praise. Some called the service, "The great equalizer," meaning it was the only place they could get answers without taking time off from work and traveling great distances.

Some examples:

A teacher at Antlers, Okla., assigned to teach music and having no experience in this discipline, called for help. He got it.

In Tonkawa, Okla., an elementary level principal asked for information on how best to handle transition of students from Kindergarten to first grade. We delivered.

Oklahoma City Public Schools asked for materials to help prepare a proposal for funding of a community education program. The materials/information supplied helped them win funding.

One curriculum director wrote, unsolicited, that the service of Project SEEK was the best in four states in which he had worked where similar services were offered.

Significant Learnings

While economic conditions made it impossible to continue operation of Project SEEK at this time, sufficient experience was gained which, if put to work in a reincarnation of the Project, would enable it to begin a new life in a nearly full-grown state. This experience would also prove valuable for adaptation by other, similar programs.

Significant Learnings, continued

First, one needs to recognize that the cornerstone of any successful program is marketing. William Bagehot, a somewhat obscure 18th century English philosopher, once said, "The keenest anguish known to human nature is the pain of a new idea." The type of service offered under the NIE State Capacity Building Program was a new idea to many. Traditional educators closed their minds to its value. Younger teachers were more open. Good marketing programs spend their budgets where the potential sales are located. Awareness program efforts should be directed at younger educators, they should be continuous and they should employ the same techniques used by Madison Avenue in selling soap and cereals. As a famous Southern evangelist preacher said, when asked the secret of the success of his sermons, "I tell 'em, then I tell 'em I told 'em, then I tell 'em I done told 'em I told 'em." You'll find the same philosophy present in every TV commercial aired today. Just listen, and count the number of times the name of a product is repeated in a single 30-second commercial.

In addition to good marketing strategies, you obviously must deliver a good product, or the customer won't continue buying. This implied a good staff, with skills at searching out that just-right piece of information. Further, you need promptness. A quick turn-around time is almost as important as the accuracy and on-target quality of the information delivered. In our computer-based, information-oriented society, we have succeeded in collapsing time. No one has time to wait. The information is needed now.

Collaborative Relationships

We are not alone. Computers are not the depersonalizing entities that some would have us believe. Human beings put that information into those computers and human beings have to get it out if it is to have any value. No single person, no single organization or institution has all the answers. And, because we have become an information society, it is all the more important that we collaborate and share, the result of which is that we all become richer and more informed. Project SEEK could not have begun serving its clients as rapidly as it did without the help of Southwestern Education Development Laboratory, Austin, Texas, and its Regional Exchange Program serving a group of six states. Funding of that program helped us reach a servicable maturity months faster than would otherwise have been possible. Also, the lab network of collaboration between themselves gave us knowledge of, and subsequent access to, the products and research of the entire system.

As a result of that network, the Oklahoma SEA had access to an outstanding series of educational studies published under the flag of Research Within Reach, initiated by CEMREL of St. Louis. These materials were either provided as finished, bound books, and redistributed to affected teachers throughout Oklahoma, or were reprinted by the Oklahoma SEA and distributed.

Collaborative Relationships, continued

Other valuable contributions came from other educational organizations, such as Northwest Lab and its Microsift program, an increasingly valuable component in our recently-created microcomputer education section of the Oklahoma SEL.

This type of collaboration and networking is essential to the dissemination of educational research.

Project SEEK

Oklahoma State Capacity Building Project

FINAL REPORT

Description of Program Status Upon Project Completion

The following table indicates, for easy comparison, the status of Project SEEK prior to the initial capacity building grant, and at the close of the Project.

Prior to 1978	After 1982
Resources No centralized access to ERIC; batch searches possible on individual request to OSU, OU.	Computerized on-line retrieval from central office of SCB, BRS plus access to Texas Center via SEDL.
No ERIC searches prior to 1978.	7,646 searches, manual and computer, completed at end of Project.
Limited, scattered and disorganized periodical holdings.	Expanded periodical holdings, filed and organized for quick access; used heavily in responding to searches.
Limited, curriculum holdings.	Provided basic research for Instruction Division's Curriculum Office which were used in writing and publishing 65 Curriculum Guides which have been distributed to all 622 LEA's in Oklahoma.
Fragmented Resources in several locations.	All SEA publications processed and centered in Project SEEK office with Project Coordinator serving on State Agency Publication's Clearinghouse Committee.

Limited linkage with other agencies.	Expanded linkage with state government agencies, Univ. of Oklahoma, Oklahoma State University, Voc-Tech Schools, Okla. Dept of Libraries and Regional Ed. Labs & Centers, plus OU Medical Center.
No Outstanding Programs file.	Coordinated publication of guide to outstanding programs in Title III (IV-C) and others.
No clearinghouse for locating needed educational research.	Project SEEK provided a central point for this information.
Linkage No linkage network in the SEA.	Active Advisory Board and Council.
No linkage network between SEA and LEA's.	Workshops employed to train LEA librarians in linkage work; RESC personnel also utilized.
No information program on Project services.	Slide presentations produced and presented at LEA's for SEA staff and State Board; Videotapes produced and aired on Okla. Ed. TV Authority channels.
Leadership Departmental dissemination program fragmented and virtually non-existent.	Materials center, information retrieval system, publications clearinghouse all housed in same office; ERIC put on a standing order basis; microfiche duplication system installed; high-speed computer terminal to access national files activated; workshops planned, organized and presented on a continuing basis.
No state validation process.	Still non-existent; Oklahoma uses standards set in the Title IV-C programs.

PROJECT SEEK ANNUAL REPORT, 1982

Project SEEK (Sooner Exchange for Educational Knowledge)
Oklahoma State Department of Education
2500 N. Lincoln
Oklahoma City, Oklahoma 73105

Jack Craddock, Project Director
Janelle Lee, Project Coordinator
Wilda Copeland, Information Representative
(January through June)

1982* SEEK Annual Report Totals

*11 months

Searches logged in = 1723
Average per month = 157

Searches logged out = 1642
Average per month = 149

Type of Search
Full (Computer & manual 159 = 10%
Computer only 381 = 23%
Manual only 1102 = 67%

Manual Searches - EDs
Number of Search requests = 353
Number of titles ordered = 1638
number of titles sent (available) = 1509
Titles not available = 129 (8%)
Microfiche sheets used = 2225

Searches done on computer (159 full plus 381 computer only) = 540 = 30%.

Searches done manually (159 full plus 1102 manual only) = 1292 = 70%.

1982 Annual Report - Evaluation Forms Received

Immediate Feedback Forms Sent on all searches done on the computer.

Searches done on the computer = 540
Evaluation Forms Returned = 192

Return Rate = 36% (192 ÷ 540)

Searches by type of requestor (logged in)

Principals	115 =	7%	
Superintendents	36 =	2%	
Librarians	351 =	20%	
Counselors	33 =	1%	
School Dist. Level	165 =	10%	
Teachers K-12	541 =	31%	
	1241	71%	Sub Totals
SDE Personnel	389 =	23%	
Col/Univ Level	44 =	3%	
Miscellaneous	49 =	3%	
	482	29%	Sub Totals
	1723 =	100%	

FINAL REPORT / 5-YEAR COMPARISON

1978 through 1982

Project SEEK (Sooner Exchange for Educational Knowledge)
Oklahoma State Department of Education
2500 N. Lincoln Blvd.
Oklahoma City, Oklahoma 73105
(405) 521-3491

Jack Craddock, Project Director
Janelle Lee, Project Coordinator
Wilda Copeland, Information Representative (through June 1982)
Gary Kemp, Information Representative (through September 1979)
Denise Smith, Secretary (through May 1979)

SEEK FINAL REPORT - 5-YEAR COMPARISON

ITEM	78	79	80	81	82*	Total	%	AVG.	AVG. Total
Searches logged in	565	1215	1657	1310	1723	6470		1294	
Average per month	47	101	138	109	157	550		110	
Searches logged out	***	1150	1531	1309	1642	5632		1409	
Average per month		96	128	109	149	482		120	
Type of Search									
Full (computer & manual)	259	285	282	296	159	1281		256	
Computer only	154	404	659	483	381	2081		416	
Manual Only	152	526	662	530	1102	2972		594	
Manual Searches									
Number of Search Requests			291	313	353	957		319	
Number of Titles ordered			1574	1672	1638	4884		1628	
Number of Titles sent (available)		573	1481	1581	1509	5144		1286	
Microfiche Sheets used			1844	2314	2225	6383		2127	
Titles not available			93	91	129	313		104	
Searches Done on Computer (full plus computer only)	413	689	941	779	540	3362	44%	672	1528 Total
Searches Done Manually	411	811	944	826	1292	4284	56%	856	
Evaluation Forms Received									
Forms Sent	565	1150**	666	584	540	3503		701	
Forms Returned	145	274	270	294	192	1175		235	
Return Rate	26%	24%	41%	50%	36%	177	35%		

* 11 actual months

** 3 different types of evaluation forms

*** records not kept

SEEK FINAL REPORT - 5 YEAR COMPARISON

ITEM	78	79	80	81	82*	Total	%	AVG.	
Searches logged in by Type of Requestor									
Principals	24	84	92	64	115	379	6%	75	
Superintendents	32	22	77	32	36	199	3%	40	
Librarians	32	104	168	258	351	913	14%	183	
Counselors	22	31	27	17	33	130	2%	26	834 Avg. Total 64%
School District Level	34	86	175	92	165	552	9%	110	
Teachers	143	426	523	364	541	1997	31%	400	
SDE Personnel	172	192	299	328	389	1380	21%	276	
Col.& Univ. level	16	134	172	95	44	461	7%	92	460 Avg. Total 36%
Miscellaneous	90	136	124	60	49	459	7%	92	
						6470	100%		1294

Staff					
Jack Craddock, Director	+	+	+	+	+
Janelle Lee, Coordinator	7 mo.	+	+	+	+
Wilda Copeland, Info. Representative	+	+	+	+	6 mo.
Gary Kemp, Info. Representative	+	9 mo.			
Denise Smith, Sec.	+	5 mo.			

1982 SEEK ANNUAL REPORT: MISCELLANEOUS STAFF* ACTIVITIES

JANUARY		
15	SDE Women's Leadership Lunch organizational meeting, Sequoyah Cafeteria.	WC/JC
29	Oklahoma Publications Clearinghouse Advisory Council meeting, ODL.	JL
FEBRUARY		
10	Meeting - SDE - Required Procedure for Applying for Outside Funds.	JL
18	Womens Leadership Lunch, Penny Williams, Oklahoma Legislator, speaker	JL/WC
19	Oklahoma Publications Clearinghouse sub-committee on CSU library.	JL
23	New School Board Member Workshop, Lincoln Plaza, OKC, Harold Pleumer, Futurist, speaker.	JC,JL, WC
	Distribution of 500 copies of CEMREL's book, Research Within Reach, Elementary School Mathematics to - school districts & teacher educators. See file.	
MARCH		
12	Demonstration of Newsline & NSPRA electronic mail system to SDE and OKSPRA.	WC
16	Clyde Bennett, DECCA, demonstration for him.	JL/WC
18	SDE (Women in the Superintendency Project) WISP Forum, Pryor. Facilitator.	JL
4	ADE Curriculum - Equity Workshop, Lincoln Plaza, OKC.	JL

* JC = Jack Craddock, Director
JL = Janelle Lee, Coordinator
WC = Wilda Copeland, Information Representative

1982 SEEK ANNUAL REPORT: MISCELLANEOUS STAFF ACTIVITIES

APRIL		
1	WISP Forum, Lawton. Facilitator	WC
2	OEA Delegate Assembly, OKC	WC
9	Computer Awareness Workshop, OKSDHR, Oscar Rose Jr. College, Midwest City, Vic Jackson, facilitator	JL
13	Southwest Regional Computer Conference, Myriad, OKC	JL
20	SDE School Plant Managers Workshop/Career Education Spring Conference, Quality Inn, Oklahoma City.	JL
22-23	Oklahoma Library Association Annual Conference, Tulsa.	JL/WC
29	SDE Educational Equity Workshop, Oscar Rose Jr. College, Midwest City	JL/WC
30	Publications Clearinghouse Advisory Council Meeting, ODL	JL
MAY		
10	WISP Statewide Conference SDE, Oscar Rose Jr. College, Midwest City. JL hostess to speaker	JL/WC
13	Oklahoma Publications Clearinghouse, Microfilm sub-committee meeting, Capitol Library.	JL
14	Micrographics Seminar, sponsored by Oklahoma Chapter Western Conservation Congress, Archives & Records Division, ODL	WC/JL
21	Women's Leadership Luncheon, Vi Keef, speaker	WC/JL
JUNE		
4	Women's Leadership Project (WLP) Spring Conference, Tom Steed Center, Oscar Rose Jr. College, Midwest City. Larry Browning, consultant, "Political Behaviors in Organizations and Politics in a Competitive Environment."	WC/JL
9	"Computer Applications in Education - Teacher Oriented Techniques" Dr. Norman Bell, Michigan State University & Rosemary Shiels, Radio Shack. Sponsored by Radio Shack and SEDL in Oklahoma City.	JL

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JUNE (Cont.)		
16		
17,18	Neurolinguistic Programming Workshop. Human Resource Development Center, Oklahoma State Personnel Board, Don Blackerly, Pres. Success Skills, Inc., Okla. City. At Oscar rose Jr. College, Midwest City	JL
22	Satellite TV Conference on Microcomputers, OETA Studio, Oklahoma City. U.S. Dept. of Education. Closed Circuit Conf.	JL
24,25	Resource & Referral Service Workshop, SEDL, Austin, Texas. RRS, RIVE Database training.	JL
JULY		
16	WLP Luncheon, Norma Eagleton, speaker	JL
19, 20,21	Annual Administrators Conference, SDE, Hilton, Oklahoma City. Annual Principals' meeting.	JL
AUGUST		
2	SDE Curriculum Workshop, Putnam City, West, Oklahoma City	JL
12	Statewide Computer Conference, SDE, Hilton Inn West, Oklahoma City. JL hostess for one sesssion.	JL
17	Choctaw Public Schools, District Inservice. JL did 5, 1 hour sessions on research of use to educators.	JL
20	WLP lunch, Betty Mason, speaker	JL
SEPTEMBER		
16	Encyclomedia Workshop, SDE, L & LR, Central State University, hostess for afternoon sessions, all day.	JL
17	WLP Lunch, Gwen Atkinson, speaker. JL was hostess	JL
27	WISP Workshop (last one) Women in Superintendency Workshop, Oscar Rose Jr. College, all day.	JL
28	State Advisory Committee, School Administrators Development, Southgate Inn, Okla. City, all day.	JL

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OCTOBER

5,6	Fourth Annual Oklahoma Conference on Education, Skirvin Plaza Hotel, Oklahoma City. Was session recorder for Tues. main speaker and session on microcomputers. "Future Shock: The Great Challenge to Education."	JL
14,15	Eighth Annual CCOSA Convention Lincoln Plaza Forum, Oklahoma City, Ann Barkelew, Dayton Hudson Corp., speaker	JL
18	WLP Fall Conference, Oscar Rose Jr. College, Midwest City, "How to Be Published" and "Time Management/Stress Management."	JL
31	Online '82, Atlanta, Ga. (See 1982 Nov. Report.)	

NOVEMBER

1-3	Online '82 Conference & Exposition, Atlanta, GA (pd by SEDL RX) Main Theme of Conference "Microcomputers."	
4	Online '82 Post-Conference, "Managing an Information Center Dynamically", One day seminar conducted by AIM, "American Information Managers." Atlanta Ga. (Pd by SEDL)	
9	SDE "Administrative Leadership . Now and for the Future", Lincoln Plaza Inn, Okla. City. All day. SDE School Administrative Development	JL/JC
10	"Uses of Microcomputers in Education: Special Session for School Administrators. Trade Winds Central, Okla. City.	JL
18,19	National Education Practice File Meeting of Information Specialists SMERC (San Mateo Educational Resource Center, Redwood City, CA). JL was asked to participate as one of three information specialists for the development of an ERIC compatible data base related to educational practices/ information for educators. - (pd by NIE project)	JL

DECEMBER

1,2,3	Neurolinguistic Programming Advanced Workshop, Oscar Rose Jr. College, Midwest City. All day. Don Blackerby, instructor.	JL, JC